"A STUDY OF ANALYSIS OF TWO YEAR B.ED PROGRAMME - ITS IMPLEMENTATION AND CHALLENGES IN KARNATAKA"

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RESEARCH GUIDE

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1. INTRODUCTION:

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

Rabindra Nath Tagore rightly said, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame." The Education Commission (1964-66) professed, "The destiny of India is now being shaped in her classrooms". The National Policy on Education 1986 emphasize: "The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers". Teacher education programme starts moulding from the ancient education system and till the present system of education taking shape according to the global and local needs of the Indian society.

1. 1 CONCEPT OF TEACHER EDUCATION:

In 1973 the government of India setup NCTE. Its first meeting was held on 21st December 1973 and has been given all authority to take steps that are appropriate for teacher education's planning and coordinating development and improve the standard of teacher education with regard to secondary, senior secondary stage of school education. The formulation of norms and standards for teacher education institutions preparing teachers and teacher educators for different levels of school education is essential for a variety of reasons. So for these purposes, NCTE expanded one year B.Ed course to two-year course.

The two-year B.Ed course has made many issues. Few of the teacher educators said that it is good to study it in detail, but few teacher educators said that it is not good since spending two years for B.Ed makes the student not to choose this. B.Ed is an undergraduate degree for students who aspire for the teaching programme. It improves the skill needed for teaching in schools. To teach In Higher Primary Schools and High School teacher must compulsorily possess B.Ed degree. To enter this course the aspirants must have completed B.A., /B.Sc/ B.Com so that they can teach in the respective field. B.A. background student can teach history, civics, geography, languages, etc. B.Sc. students can teach natural sciences, physical science, and mathematics. B.Com. students can teach management, economics and other related subjects at school.

Perspectives in Education includes courses in the study of childhood "Growth and Development", "Education in contemporary India", "Philosophical and sociological perspectives in education", theoretical foundations of Knowledge and Curriculum, learning and teaching, gender school and society, creating an inclusive school, and health yoga and

meditation. The course in childhood studies shall enable student teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.

The course on Contemporary India and Education shall develop a conceptual understanding of issues of diversity, inequality and marginalisation in Indian society and the implications of education, with analysis of significant policy debates in Indian Education. The course on Knowledge and Curriculum will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, policy and learning. The course on learning and teaching will focus on aspects of social and emotional development, self and identity, and cognition and learning. Practical Work consists of Psychology and computer practical. Team work is a special course and it consists of School Internship.

1.2 MEANING AND DEFINITIONS OF TEACHER EDUCATION:

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to Goods Dictionary of Education, Teacher education means, —all the formal and non-formal activities and experiences that help to

qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatrick put it, —Training is given to animals and circus performers, while education is to human beings.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

1.3 NATURE OF TEACHER EDUCATION:

Following are the some of the salient feature of Teacher Education

1.Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopaedia of Teaching and Teacher education (1987) —Teacher education can be considered in three phases : Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.

1. Teacher education is based on the theory that —Teachers are made, not born in contrary to the assumption, —Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called —tricks of the trade.
2. Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, viz. adult education and non-formal education programmes, literacy and developmental activities of the society.
3. It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.
4. The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.

5. As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct gestalt emerging from the conceptual blending, making it sufficiently specified.
6. Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.
7. It is a system that involves an interdependence of its Inputs, Processes and Outputs.

1.4 NEED AND IMPORTANCE OF TEACHER EDUCATION:

The need of teacher education is felt due to the following reasons;

1) It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are;

- the length of academic preparation,
- the level and quality of subject matter knowledge,

- the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations,
- the degree of commitment to the profession,
- Sensitivity to contemporary issues and problems and the level of motivation.

This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.

2) Educating all children depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children must reach high levels of learning and that they act accordingly.

3) People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001).

4) The National Academy of Education Committee‘s Report (Darling-Hammond and Bransford, 2005) wrote that: On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve high stakes outcomes for students‘future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and

individual temperaments, interests and approaches to learning. In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgements about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making.

5) Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can‘t remake someone‘s personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.

6) The Ministry of Education document —Challenge of Education: A Policy Perspective (1985) has mentioned, —Teacher performance is the most crucial input in the field of education.

Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes. India has reached the threshold of the development of new technologies which are likely to revolutionise the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher‘s work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes.

1.5 TYPES OF TEACHER EDUCATION:

Teacher education is level-specific. It means programmes on teacher education vary according to the needs of pre-primary, primary, secondary, higher education and vocational education. There are specific methods and strategies for classroom transaction at different levels. There is no uniformity in the country in the teacher education programmes. The programmes widely very in content and process from one state to another state.However, there are mainly five types of teacher-education programmes or institutions:

1. Pre-primary teacher education
2. Primary teacher education
3. Secondary teacher education
4. Higher education programmes

1.6 NEED AND SIGNIFICANCE OF THE STUDY:

Every educationally concerned people talks about quality education. The quality of school education is highly dependent on the quality of teachers and the quality of teachers is dependent on the quality of B.Ed. programme. If a person wants to be a good teacher, B.Ed. course is the foundation and compulsory too in imparting quality education and to use innovative teaching experiences. This course helps a student teacher to learn the methodologies involved in the teaching profession. This course also provides the real life class experience which enables a teacher to gain confidence and also to discover diverse teaching techniques for the improvement of classroom environment. Thus the findings of the present study will help the student teachers to develop their teaching competencies, professional skills, diverse teaching techniques and

managing ability of the classroom environment. This study will also be helpful in enhancing the professional capacities among the student teachers. It helps the student teachers to improve their abilities, skills and expertise their teaching profession. With the purpose to enhance the professional capacities of the student teachers NCTE recommended many courses like Reading and Reflecting on Texts, Art and Drama in Education, understanding of ICT and its application, understanding the self, etc. This study will provide real life experience, field engagement and practical knowledge to produce a confident and competent teacher.

In the present scenario, two year B.Ed. curriculum is very important for mastering the methods and techniques of developing professional capacity and ability, commitment and teaching skills of a teacher. A systematic and comprehensive curriculum is very helpful leading to the empowerment of the prospective teachers by developing their professional competencies and skills. This curriculum is the best in the light of global scenario to understand education and to form teachers who are socially, emotionally and psychologically competent to deal with the demands ad problems of high-tech society. It is a complete package to prepare quality teachers. Without it Indian higher Education system can neither provide quality teachers nationally nor can it compete globally. After the successful implementation of this curriculum in B.Ed. programme, it still remains an unanswered question that whether this curriculum has successfully provided for sustained engagement of student teacher with learners and the school. Also the researcher chose this topic to find out whether the B.Ed. curriculum of two years is effective in enhancing the professional capacities of the student teachers fulfilling all the objectives as expected to be provided during course and internship.

1.7 IMPLIMENTATION OF TWO YEAR B.ED PROGRAMME:

There were always suggestions from various commissions and committees about extension in the duration of B.Ed course, but the National Council of Teacher Education (NCTE) 1998 curriculum framework was the first to recommend an extension in the time duration of B.Ed program to two years. And NCERT implemented it very first in 1999 through introducing two year B.Ed programs in all its five Regional Institutes of Education i.e., at Ajmer, Bhopal, Bhubaneswar, Mysuru, and Shillong. While after the Justice Verma Commission (JVC) report 2012 appointed by the Government of India at the behest of the Honorable Supreme Court of India, NCTE revisited its regulations, norms and standards for various teacher education programs and notified new Regulations on 1st December, 2014. The new Regulations to translate the vision of JVC as to enhance the status of teacher education provided an increment in the duration of the B.Ed. and M.Ed. programs from one year to two years. No matter that it was a hasty judgment, but this quality improvement vigor was welcomed by the universities and colleges as they implemented it. However the sudden big change was interesting, but challenging and also its rapid implementation was hard to think about.

The two-year B.Ed. program has the intrinsic responsibility for the wholesome development of the teacher trainees for enhancing professional competencies, pedagogical teaching, and learning and reflective teaching etc., to prepare professional and humane teachers. And all this require great amount of planning and proper organization of it. Despite this it got implemented and have created mixed responses among teacher educators but a negative impact on of a large number teacher educators and students, as obviously change never gets its

acceptance so easily and it was a change for which institutions were not prepared before. Ever since the NCTE turned the B Ed course into a two-year, academicians have said that the demand for the course has reduced. As the college owners contended that half the seats in B.Ed courses remained vacant after the course was extended from one year to two years Times of India, Ahmedabad (April 26, 2016). In Jaipur the seats were being counseled for more than six months with repeated counseling schedules, BEd seats on offer in December too, despite court orders Rossama Thomas (2016). In Maharashtra, too, the demand for teacher training courses has dipped in the past two years with over 70 per cent seats remaining vacant. A great reason behind fall in B.Ed aspirants is decreased duration in job opportunity. As students are already in a hurry to find jobs and don't want to wait for two years Priyanka Sahoo (2016). Thus the program laid large perspective to fill up many existing inadequacies, as many provisions in the new regulations are no doubt appreciable. But its short span implementation faced a lot of negativity. However there is shortage of studies relating to implementation of this initiative, the present study is thus an empirical attempt to find out the experiences of teacher educators and B.Ed students in two year B.Ed course. **The main objective of this study is to To find the B.Ed students and teacher educators experiences in two year B.Ed program.**

1.8 CHALLENGES OF TWO YEAR B.ED PROGRAMME:

Following are the some of the challenges of two year B.Ed programme as listed below

- **Overload of papers and time restrictions**

The numbers of papers are more in each semester which consists of core papers as well as practical papers. It has increase the work load instead

of reducing it as all of them have to be covered in a particular semester. In each semester some days are also to be allotted to Preliminary School Engagement which further reduces the tuition time in college.

- **Overlapping of content:**

Overlapping can be seen in the content of various core papers. Many of the topics like gender stereotype, inclusive education etc are repetitive in various papers.

- **Lack of Logical sequencing of topics**

Few of the units of core papers are not in proper sequence which restrict the proper flow of content like in childhood and growing up theories of development are given in first unit whereas their meaning and details are discussed in laterunits.

- **Content lacks demarcation.**

The content given in the syllabus is vague in the sense that topics are not clearly demarked or defined. Each teacher educator may cover the topic according to their individual interpretation which inhibits uniformity like in Language across the Curriculum socio-cultural variations in languages: Accents and linguisticvariations.

- **Practical:**

Some of the aspects of practical also have overlapping with field works of core papers like in childhood and growing up paper field work demands B.Ed. trainees to collect data on multiple childhoods like marginalized children, slum children, street children etc and in understanding the self practical also they are required to do a seminar related to similar group. So it becomes difficult to demarcate the work clearly from internal and external viewpoint. Similarly few workshops require them to do a

number of observations which also overlapped with practical related to preliminary school engagement. It is also difficult for B.Ed. trainees to understand their relevance.

- **Field works**

Each core paper has some of the field works which are to be covered along with the theoretical content. These field works are more in number and difficult to be covered in the given time as theoretical content is vast and lesser time is available.

- **Teaching of Pedagogy**

Teaching of pedagogy has been divided into two semesters with teaching of pedagogy one in I semester and teaching of pedagogy two in II semester. The challenge related to this is that the B.Ed. trainees will lose touch with the pedagogy which they have studied in first semester as preparing lesson plans and delivering them will be part of third semester during internship. Moreover there are field works in pedagogy which can be done better during internship period like Achievement test record so they are difficult to be covered during earlier semesters.

- **Preliminary School Engagement**

Earlier it was called as School experience programme which used to be of 40 days. In two years curriculum it has been expanded into three semesters. First and second semester involves 15 days school engagement and third semester consist of 16 weeks internship in a school. Now the challenges related to school engagement is that although the duration has been increased but the activities which are supposed to be done are difficult to implement in schools. For example students need to observe regular class teachers of school in their classes and maintain written record of these observations which may create problems for some schools on ethical grounds. Also during

internships B.Ed. trainees need to be in schools for 16 weeks, schools are apprehensive about allowing trainees to be in schools for such a long period as many schools feel the performance of their students will be badly affected and it will affect the overall result and reputation of the school. Moreover as a matter of fact many of the schools are not aware about the changes made in the B.Ed. programme as they have not been officially intimated regarding the same.

- **ICT**

The changing time demands teachers to be well equipped with modern technologies so that they can use them effectively in classroom for better teaching- learning process. Keeping this requirement in mind ICT have been made as an important part of teacher education. In two year course of GGSIPU this aspect has been included but challenges related to it is that it is included as one of the practical in second semester its not a part of core theory papers. Another problem related to it is that almost all practical's require trainees to prepare e-portfolios and digital profiles of various activities to be conducted during practical's so they need to be well versed with computers and ICT, which highlights the importance of making ICT as an important part of core papers which is missing in present curriculum.

- **Unavailability of Books**

The two year course has introduced many new subjects like language across the curriculum, understanding discipline and subjects but the reference material and books related to them are not easily available. Suggested readings mentioned in the curriculum include books of mostly foreign authors which are difficult to access.

- ***Teacher's Content knowledge:***

Teacher content knowledge does influence classroom instruction and the richness of learners' experiences. As many of the new subjects and new topics have been introduced in two year curriculum it is clear that the introduction of new topics is going to place a greater burden on these teachers because of the complex nature of the topics and teachers' unfamiliarity with the content. Teachers lack clarity on curriculum reforms as they were not part of the curriculum development process and they lack orientation which is needed for properly completing these courses.

- ***Lack of Institutional arrangements :***

In two year B.Ed. programme various practical have been introduced including Drama and Art in Education, Yoga etc which requires resource persons and experts in these areas and also proper institutional facilities and arrangements but most of the institutions do not have such experts and facilities and even recruiting such experts for one practical and making institutional arrangements also adds to their expenditure. Most of the colleges will assign the duties for such practical to their regular teachers who lack expertise in the field and it will also add to their work load.

- ***Difficulties in Evaluation:***

As most of the fieldworks involve variety of observations and digital aspects so it is difficult on the part of the internal and external evaluator to check the authenticity of these observations and field works. Also it is equally difficult to evaluate the digital profiles of all activities due to workload of teachers and lack of ICT arrangements.

1.9 RATIONALE OF THE STUDY:

The Two- year B.Ed. Programme is running from just few years ago i.e from 2015-16 academic year in the state of Karnataka. Hence researcher want to analysis of Two Year B.Ed programme in relation to its implementation and Challenges.

2. REVIEW OF RELATED LITERATURE:

Jayakumar (2016), conducted a study titled "pros and cons: two years B.Ed., programme in India". The major objective of this experiment is to raise the standard of living of our people in the field of education. The test used here is survey method. This paper has highlighted the importance of updated curriculum in teaching learning process and needs to sustain it.

Sushma. (2014), conducted a study on "attitude of teacher educators towards two years B.Ed programme". The major objective of this experiment is to find whether there is any significant difference in the attitude towards two years B.Ed Programme of teacher educators for the subsamples classified on the basis of Gender, Type of institution and Experience. The test used by her is t-test and one-way ANOVA. Sample number is 30 teacher Educators. In the first hypotheses there exists no significant difference in the attitude of male and female Teacher Educators" towards two years B.Ed programme. Then tested by the t-test and obtained the result of male's mean is 53.62 and females" is 52.64 then SD is 5.59 and 5.51 respectively and obtained value is 0.483 that is less than the theoretical value 2.05 at 0.05 level of significance at 28

degrees of freedom. Hence the hypotheses were accepted that there exists no significant difference between the attitude of male and female teacher educators towards two years B.Ed Programme. The second hypotheses, there exists no significant difference in the attitude of Government, Aided and unaided teacher educators‟ towards two years B.Ed Programme.

Marco (2011), conducted a study on "Future-oriented higher education: Which key competencies should be fostered through university teaching and learning?" The major objective of this study is to ask which key competencies are most relevant for sustainable development and hence should be developed in future-oriented higher education. The test used here is Delphi study.

Richard (1999), conducted a study on "How to improve teaching quality". The major objective of this study is observed specific actions that students should be able to perform if they have mastered the content and skills the instructor has attempted to teach. The test used here is TQM.

3. STATEMENT OF THE PROBLEM:

The present study has been stated in the following manner:

"A STUDY OF ANALYSIS OF TWO YEAR B.ED PROGRAMME - ITS IMPLEMENTATION AND CHALLENGES IN KARNATAKA"

4. VARIABLES OF THE PRESENT STUDY:

1) Independent Variable: Two-year B.ED Training programme

2) Dependent Variable: Implementation and Challenges

3) Moderate Variable- 1.Gender: Male and Female

(Student Teachers and Teacher Educators)

2).Faculty: Arts, Science and Commerce

3). Locality: (Rural and Urban

4) Nature of institution (Govt, Aided &Un-Aided)

5. OBJECTIVES OF THE STUDY:

Following are the objectives of the present study:

1. To study the implementation of two year B.Ed. Curriculum and its effectiveness in enhancing Professional Conpetencies of the Prospective teachers in relation to demographic variables.
2. To study the implementation of two year B.Ed. Curriculum and its effectiveness in developing Engagement with the Field among Prospective teachers in relation to demographic variables.
3. To study the experiences of B.Ed students of two year B.Ed program in relation to demographic variables.
4. To study the experiences of B.Ed students regarding implementation of theory classes in two year B.Ed program in relation to demographic variables.
5. To study the experiences of B.Ed students regarding implementation of curricular activities in two year B.Ed program in relation to demographic variables.

6. To study the experiences of B.Ed students regarding implementation of internship in two year B.Ed program in relation to demographic variables.
7. To study the experiences of teacher educators regarding organization of two year B.Ed program in relation to demographic variables.
8. To study the experiences of teacher educators regarding outcome of two year B.Ed program in relation to demographic variables.
9. To study the Challenges of two year B.Ed programme in relation to demographic variables

6. RESEARCH METHODOLOGY:

- **Research method:** Descriptive survey method will be use in proposed study.
- **Population:** Two-Year B.ED Colleges and of the Karnataka State will be considered as population.
- **Sample:** 100 B.Ed collges (Students and Teacher Educators) across the Karnataka state will be selected for the present study by applying random sampling technique.

7. TOOLS USED IN THE STUDY:

Following tools will be used for the present study.

- **Implementation Scale:** The Scale constitutes the Implementation of Two-year B.Ed programme (w.r.t. Curricular and Co-Curricular& Administrative) will be Constructed by Researcher.

- **Challenges Scale:** The Scale constitutes the Challenges of Two-year B.Ed programme (w.r.t. Curricular and Co-Curricular& Administrative) will be Constructed by Researcher.

8. STATISTICAL TECHNIQUES:

Following statistical techniques will be used for analysis and Interpretation of data.

- Descriptive Statistics- Mean and Standard Deviation.
- T-Test and ANOVA
- Correlational Analysis
- Percentage analysis.
- Graphical Representation

9. LIMITATIONS OF THE STUDY:

Following are the some of the limitations of the present study.

- This study will be limited to Karnataka State only
- This study will be limited to two-year B.Ed Programme only
- This study will be limited only Rural and Urban area of Karnataka state.
- This study will be limited to Arts, Science and Commerce Faculty.
- This study will be limited to 100 samples of colleges of Education.
- This study will be limited to Two-year B.Ed programme with reference to Its Implementation and Challenges variables only.

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